



## Student Created Course Descriptions

Grade : Sixth

An integrated lesson plan covering 6-7 sessions of approximately one hour each.



### Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

### Lesson Overview

**Given a certain section of the Sixth Grade curriculum to work with, students will design a Power Point presentation that can be viewed by the incoming sixth grade class the next year.**

### Lesson Objectives

**Lesson Project: In groups, students will create Power Points based on the Sixth Grade Curriculum. They will use examples of projects/ work, interviews, etc. to**

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put together a presentation for the fifth grade when they visit in the spring of each school year.

**Project Objectives: When students complete this project, they will be able to...**

- Create a Power Point presentation using digital photos, clipart, interviews, etc.
- Speak for an audience other than the teacher.
- Reflect on their own learning.

**Integration of Other Functional/Academic Skills:** (Critical thinking is required throughout the lesson.) Students will be able to...

- Using a digital camera.
- Working cooperatively on a project.
- Interviewing other classmates.

### **State/National Standards (Complete as Appropriate)**

- Colorado State Standard Reading and Writing #2 – Students write and speak for a variety of purposes and audiences.
- Colorado State Standard Reading and Writing # - Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

### **Websites**

**Required: No required sites**

**Support: No support sites**

### **Pre-requisites**

- Students need to know the courses taken along with the units taught.

### **Required Materials**

- Paper
- Pencil/ pen
- Examples of projects/ work for unit

### **Handouts**

- Ideas for Power Point Presentation

### **Required Equipment/Technology**

- Digital Camera
- Computer with Power Point

## THE LESSON

**Note:** Students do not learn from what you do but from what you have them do.

### Preparation

Activity	Time Estimate	Instructor Notes
Photos and projects throughout the Year	All year	During projects and during random days throughout the year have students take digital photos of other students working. Also have students keep work or you can keep some examples for use later in the project.

### Presentation

Activity	Time Estimate	Instructor Notes
Class Discussion	30-60 min.	Have a class discussion about the units that we have covered throughout the entire year. Remind students if they are having a rough time remembering. Have them take out all of their work and the examples that you have kept. Also bring out the digital camera photos. Write all of the units/ projects on the board. (SEE IDEAS FOR THE POWER POINT PRESENTATION HANDOUT)

### Practice and Performance

(Students help you perform the project steps. You help them perform project steps. They perform steps with little or no instructor help.)

Activity	Time Estimate	Instructor Notes
Selecting groups/ projects	10 min.	Have students break up into groups. Once they are in the groups, have them divide up the units and projects that they want to do a presentation on.
Gathering photos, examples and interviews	60 min.	Have students gather all of their materials that they will need for their presentation. They can use examples of work, photos, interviews, etc.
Rough Draft	60 min.	Have students put the research in order of how they are going to want to present it. Also have them write out their presentation speech.
Converting to Power Point	120-240 min.	Take all of the rough draft materials and turn them into a Power Point presentation. SEE TECHNOLOGY CHECKLIST

## **Lesson Assessment Strategy (Formative – As the lesson progresses)**

### Preparation, Presentation and Overall Implementation (Instructor)

- Is there enough time or too much time for each phase of the project?
- Would more examples help?
- Do the photos help? Do they need more?
- Would interviewing techniques help the students interview each more?
- Is the handout useful or does it need to be modified?
- How can the checklists be improved?
- How can the rubric be improved?

### Performance and Practice (Student)

- Are the Power Points worth the effort or is the previous method better?
- How can group dynamics be improved?
- Where can this knowledge of Power Point be put to use in other parts of the classroom?
- Do the students need more work with oral presentations?

### Technology

- Do the students need more instruction with Power Point and the digital camera?
- Can the students do this without using the templates?
- How could this be done easily?
- Any other technology that would be useful in this project?

## Handouts

### Ideas for the Power Point Presentation

Units/ Projects covered –

- Core
  - 1.
  - 2.
  - 3.
  
- Exploratories
  - 1.
  - 2.
  - 3.
  
- Extracurricular Activities
  - 1.
  - 2.
  - 3.
  
- Other stuff/ Lunch/ Lockers/ Breaks
  - 1.
  - 2.
  - 3.
  - 4.

Things to cover...

- Examples from projects covered in a unit
- Photos taken during the unit
- Interviews from students about the projects
- Other?

## Activity Checklist

	Got handout and completed
	Gathered materials for presentation
	Finished Rough Draft of presentation
	Finished Power Point
	Practiced presentation in front of another group

## Technology Checklist

	Open Power Point
	Select "Design Template" and select a template from the catalog area.
	Select the First "Auto Layout" for your title page. Write a title and your names.
	Save at this time. Go to "Save As." Select the "Network Neighborhood" and go to the "tea" file. Save it under the "Power Points" folder. Continue to save every five minutes or so.
	Click on "Ctrl" and "M" for a new slide. Select the appropriate slide for your next part.
	When you want to add a photo, click on "Insert" go to "Picture" and "From File." Select "Floppy Drive" and get the photos that you want to use.
	When you want to add sound, click on "Insert" and go to "Movies and Sounds" and "From file" or "Clip Art." Select the sound you want to use. Remember to hide the icon on your Power Point.
	Anytime you want to preview for Power Point, click the "Slide Show" icon in the bottom left hand corner.
	When you are finished, click on the "Slide Sorter View." Select all of your slides. Go to where the words "No transition" are and select the way you want your slides to change from slide to slide. You can also change the order of your slides here.
	View your slide show.
	Click on "Slide Show" at the top. Go to "Rehearse Timing" to set the amount of time you want on each slide if you want to do your presentation without having to click the mouse to change slides. Save at this time.
	Rehearse your presentation in front of another group.
	Remember to bring some note cards or some other way to know where you are at during your presentation.

## Lesson Rubric

<b><u>Category</u></b>	<b><u>0-1 points</u></b>	<b><u>2-3 points</u></b>	<b><u>4-5 points</u></b>	<b><u>6-7 points</u></b>	<b><u>8-10 points</u></b>
<b><u>Rough Draft</u></b>	No rough draft	-----	Rough draft missing some elements	-----	Rough draft complete
<b><u>Examples</u></b>	No examples	Oral examples but no physical or photo examples	One photo or physical example	Two photo or physical examples	Three or more photo or physical examples
<b><u>Power Point</u></b>	No Power Point	Power Point unorganized and missing elements	Power Point unorganized but everything is included	Power Point organized and complete	Power Point organized and complete. Creatively made.
<b><u>Oral Presentation</u></b>	No oral presentation	Oral presentation unprofessional and incomplete	Oral presentation unprofessional but complete	Oral presentation professional and complete	Oral presentation professional, complete and creatively done.
<b><u>Conventions</u></b>	No apparent use of conventions	Sentence structure errors and spelling errors	Few sentence structure errors but still too many spelling errors	No sentence structure errors and few spelling errors	Sentence structure varied and few to no spelling errors